MASTER OF MILITARY STUDIES

Developing Army Leaders for 21st Century Missions: Teaching Army Leaders Behavioral Science Theories to Educate and Prepare for Full Spectrum Operations

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIRMENTS FOR THE DEGREE OF
MASTER OF MILITARY STUDIES

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MAJ, USA   CG4

AY2001-02

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Date:_____

REPORT DOCUMENTATION PAGE

Form Approved OMB No. 0704-0188

1. REPORT DATE (DD-MM-YYYY) 01-07-2002	2. REPORT TYPE Student research paper	3. DATES COVERED (FROM - TO) xx-xx-2001 to xx-xx-2002

4. TITLE AND SUBTITLE
Developing Army Leaders for 21st Century Missions: Teaching Army Leaders Behavioral Science Theories to Educate and Prepare for Full Spectrum Operations
Unclassified

5a. CONTRACT NUMBER
5b. GRANT NUMBER
5c. PROGRAM ELEMENT NUMBER

6. AUTHOR(S)
Kammen, David J. ;

5d. PROJECT NUMBER
5e. TASK NUMBER
5f. WORK UNIT NUMBER

7. PERFORMING ORGANIZATION NAME AND ADDRESS
USMC Command and Staff College
Marine Corps University, MCCDC
2076 South Street
Quantico, VA22134-5068

8. PERFORMING ORGANIZATION REPORT NUMBER

9. SPONSORING/MONITORING AGENCY NAME AND ADDRESS
USMC Command and Staff College
Marine Corps University
2076 South Street, MCCDC
Quantico, VA22134-5068

10. SPONSOR/MONITOR'S ACRONYM(S)
11. SPONSOR/MONITOR'S REPORT NUMBER(S)

12. DISTRIBUTION/AVAILABILITY STATEMENT
APUBLIC RELEASE
,

13. SUPPLEMENTARY NOTES

14. ABSTRACT
See report.

15. SUBJECT TERMS

16. SECURITY CLASSIFICATION OF:	17. LIMITATION OF ABSTRACT Public Release	18. NUMBER OF PAGES 60	19. NAME OF RESPONSIBLE PERSON EM114, (blank) lfenster@dtic.mil
a. REPORT Unclassified b. ABSTRACT Unclassified c. THIS PAGE Unclassified			19b. TELEPHONE NUMBER International Area Code Area Code Telephone Number 703767-9007 DSN 427-9007

Standard Form 298 (Rev. 8-98)
Prescribed by ANSI Std Z39.18

REPORT DOCUMENTATION PAGE

FORM APPROVED - - - OMB NO. 0704-0188

1. AGENCY USE ONLY (*LEAVE BLANK*)	2. REPORT DATE	3. REPORT TYPE AND DATES COVERED
		STUDENT RESEARCH PAPER

4. TITLE AND SUBTITLE	5. FUNDING NUMBERS
Developing Army Leaders for 21st Century Missions: Teaching Army Leaders Behavioral Science Theories to Educate and Prepare for Full Spectrum Operations	***N/A***

6. AUTHOR(S)

David J Kammen

7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)	8. PERFORMING ORGANIZATION REPORT NUMBER
USMC COMMAND AND STAFF COLLEGE ***2076 SOUTH STREET, MCCDC, QUANTICO, VA 22134-5068***	***NONE***

9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)	10. SPONSORING/MONITORING AGENCY REPORT NUMBER:
SAME AS #7.	***NONE***

11. SUPPLEMENTARY NOTES

NONE

12A. DISTRIBUTION/AVAILABILITY STATEMENT	12B. DISTRIBUTION CODE
NO RESTRICTIONS	***N/A***

abstract *(maximum 200 words)*

Behavioral science theories provide the "tools"/science to assist with the "art" of command and leadership. Properly applying basic concepts from behavioral science theories, leaders can get better individual and collective results by considering more than tactical proficiency when developing the training plan. Leaders can integrate concepts from behavioral science theories into the training plan as tools to control issues that detract from mission readiness.

A basic understanding of behavioral science theories can help an Army leader take the correct actions, set up the right training and phrase the tasking/mission in a way to make soldiers want to do what the leader needs them to do. By having the tools necessary to motive individuals and groups in the desired direction for mission accomplishment, the leader can be more efficient and effective.

Having a basic understanding of human behavior, group dynamics, and culture can provide future leaders with the skills necessary to better accomplish today's full spectrum of requirements and meet the challenges of a transitioning force. Pre-commissioning pme in behavioral science theories provides an across the board capability to army leaders that helps meet these new requirements.

14. SUBJECT TERMS (KEY WORDS ON WHICH TO PERFORM SEARCH)	15. NUMBER OF PAGES: *53*
Leadership Military Leadership Army Leadership Behavioral Science Professional Military Education Leader Development	16. PRICE CODE: N/A

17. SECURITY CLASSIFICATION OF REPORT	18. SECURITY CLASSIFICATION OF THIS PAGE:	19. SECURITY CLASSIFICATION OF ABSTRACT	20. LIMITATION OF ABSTRACT
UNCLASSIFIED	*UNCLASSIFIED*	*UNCLASSIFIED*	

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VIEWS OF EITHER THE MARINE CORPS COMMAND AND STAFF COLLEGE

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SHOULD INCLUDE THE FOREGOING STATEMENT.

Masters of Military Science Executive Summary

Title: Developing Army Leaders for 21st Century Missions: Teaching Army Leaders Behavioral Science Theories to Educate and Prepare for Full Spectrum Operations

Author: David J. Kammen, Major, United States Army

Thesis:

Given the Army's current leadership development framework (Be, Know, Do), there are benefits to teaching behavioral science theories as part of pre-commissioning professional military education to assist junior officers in preparing for the missions of the 21st century transitional Army. Behavioral science theories are present and integrated throughout the Army's leadership framework. Behavioral science theories can assist leaders with mission readiness at the individual and collective level and in meeting leader challenges associated with new 21st century missions and Army transformation.

Discussion:

Behavioral science theories provide the "tools"/science to assist with the "art" of command and leadership. Properly applying basic concepts from behavioral science theories, leaders can get better individual and collective results by considering more than tactical proficiency when developing the training plan. Leaders can integrate concepts from behavioral science theories into the training plan as tools to control issues that detract from mission readiness. Leaders can get the best results from their soldiers by understanding the interaction of the leader, the led and the situation. Proactive leaders who think outside of basic tactical proficiency can minimize distractions and focus the efforts of individuals and raise the overall operational training synergy of the group better preparing their unit to meet the needs of the nation in the 21st century and beyond.

In many of these new missions junior leaders play an ever-increasing role and make decisions and take actions that not only affect the tactical situation but also directly impact the operational and strategic situation. Having a basic understanding of human behavior, group dynamics, and culture can provide future leaders with the skills necessary to better accomplish today's full spectrum of requirements and meet the challenges of a transitioning force. Pre-commissioning PME in behavioral science theories provides an across the board capability to Army leaders that helps meet these new requirements.

A basic understanding of behavioral science theories can help an Army leader take the correct actions, set up the right training and phrase the tasking/mission in a way to make soldiers want to do what the leader needs them to do. The combination of interpersonal skills and motivation skills allows the leader to spend less time on organizational "problem children" and more time on training the force as a whole. By having the tools necessary to motive individuals and groups in the desired direction for mission accomplishment, the leader can be more efficient and effective.

Conclusions:

  Leaders can use the training plan as a tool by which they can control issues that detract from mission readiness. Properly applying basic theory concepts creates a more productive training environment where leaders are able to develop training plans that achieve better individual and collective results.

  Early understanding of behavioral science theories can provide a base of knowledge to build leader development.   Pre-commissioning education is best suited to accomplish the mission of providing behavioral science theories that will serve leaders upon commissioning. Pre-commissioning education in behavioral science theories sets the foundation for leaders to care for soldiers while accomplishing the mission to the highest standards.

  There, however, is no clear standard or oversight for specific class or course requirements for commissioning. Establish a single proponent for training and leader development to improve the link between training and leader development.   Getting the most out of leader development requires standardized requirements for a basic knowledge of behavioral science theories in all pre-commissioning sources. The follow-on step is to further leader development with more emphasis of behavioral science theories at the career course, Command and General Staff College (CGSC) and War College with topics relevant to increasing levels of responsibility.

"Don't ever forget that you are going to lead human beings. Their lives are going to be placed in your hands and you have to measure up."

General H. Norman Schwarzkopf[1]

Introduction

Given the Army's current leadership development framework ("Be, Know, Do"), it is useful to teach a broad base of behavioral science theories as a component of pre-commissioning professional military education (PME) to assist junior officers in preparing themselves and their soldiers for the missions of the 21st century transitional Army. To support this idea the paper will first examine how behavioral science theories are present and integrated throughout the Army's leadership framework. Second, it will look at how behavioral science theories assist leaders with mission readiness at the individual and collective level. Third, the paper examines the challenges that face new officers today and how behavioral science theories can assist in meeting new 21st century mission, transformational and leader challenges. Finally, it appraises how behavioral science theories can be incorporated into pre-commissioning PME to facilitate the benefits discussed.

The United States Army is the best in the world due to one thing, its people. The guiding and influencing force

behind people is leadership. Junior leaders play a considerable role due to the closeness and direct influence on soldiers. Especially when examined in the context of 21st century missions characterized by small unit missions.

The Army has been developing leaders for over 225 years. History shows that this is a long and distinguished process. It also shows that the process has changed throughout the years. Professionally, the officer corps has examined itself and adjusted as needed. In this vain of self-examination and improvement, this paper examines one aspect of leader development and shows how to tweak existing principles and programs for better effectiveness and efficiencies.

The Army demands leaders of character and competence. The Army defines their mission of leadership as influencing people by providing purpose, direction and motivation while operating to accomplish the mission and improving the organization.[2] Leadership takes place in an interactive framework (Figures 1 and 2)[3]. Knowing human behavior is part of leadership. Being able to use human nature to

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[1]Speech given at United States Military Academy on 15 May 1991, United States Military Academy. *Military Leadership*. Second Edition. West Point, NY: McGraw-Hill, 2000, p39.

[2] U.S. Army, Field Manual (FM) 22-100, *Army Leadership*. Washington DC: Department of the Army, August 1999, p1-4

[3] Ibid, p1-3. Figure one is a direct duplication of the figure in FM22-100, *Army Leadership*. Figure 2 in Appendix 2 is the same information portrayed in a different format. Figure 2 is from United States Military Academy, Department of Behavioral Science and Leadership, PL300 – Military Leadership presentation.

better the individual and the group as a whole while accomplishing the mission is good leadership. Using the Army's framework for leadership in Figure 2 (Appendix 1), the highlighted boxes show where basic behavioral science theories have direct correlation. Behavioral science theories provide the "tools"/science to assist with the "art" of command and leadership.

Figure 1.

Properly applying basic concepts from behavioral science theories, leaders can get better individual and collective results by considering more than tactical proficiency when developing the training plan. Leaders can integrate concepts from behavioral science theories into the training plan as tools to control issues that detract from mission readiness. Leaders can get the best results from their soldiers by understanding the interaction of the leader, the led and the situation. Not being able to train for every possible situation, and

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in an ever-constricting fiscal environment, it is vital to maximize the effect of every training dollar. Proactive leaders who think outside of basic tactical proficiency can minimize distractions and focus the efforts of individuals and raise the overall operational training synergy of the group better preparing their unit to meet the needs of the nation in the 21st century and beyond.

Even in peace, the military must be trained and ready for the full spectrum of military operations. In many of these new missions junior leaders play an ever-increasing role and make decisions and take actions that not only affect the tactical situation but also directly impact the operational and strategic situation. Having a basic understanding of human behavior, group dynamics, and culture can provide future leaders with the skills necessary to better accomplish today's full spectrum of requirements and meet the challenges of a transitioning force. Pre-commissioning PME in behavioral science theories provides an across the board capability to Army leaders that helps meet these new requirements.

The Army is about people, not weapons or platforms. The Army then, should maximize the development and leadership of its most prized and valuable component. Education in basic behavioral science theories can do just

that. Including behavioral science education in pre-
commissioning requirements sets the foundation for leaders
to take care of soldiers while accomplishing the mission to
the highest standards.

The Army and Leadership

The oldest and by far the largest of America's armed
forces, the Army requires quality leaders to care for its
soldiers and accomplish the full spectrum of missions from
home station administration to peace keeping to major
theater warfare. "Soldiers, not equipment accomplish
missions and win wars."[4] The Army is neither platform, nor
weapon system nor technology centric; it is people centric.
"Soldiers provide the capability for decisive victory….
The combination of quality soldiers, competent leaders and
cohesive units creates a versatile, powerful force."[5] One
clear demonstration of the importance that soldiers and
their leaders play in the Army is the sheer size of the
Army. Those in uniform including the reserve component
(Army National Guard and Army Reserve) number over one
million - almost more than the other three services (Navy,
Air Force and Marines) combined.[6] This diverse and

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[4] U.S. Army, Field Manual (FM) 3-0, *Operations.* Washington DC: Department of the Army, June 2001, para 1-55.
[5] Ibid, para 1-53
[6] Crawley, Vincent, "Participating in Thrift Savings Plan off to slow start," *Army Times*, Army Times Publishing Company, Springfield, VA, Volume 62, NO 25, p7. Total Army including Army National

encompassing organization functions daily and also while

conducting the full spectrum of operations because of

quality leaders.

"The Army is the decisive component of land warfare

and as such organizes, trains and equips forces to fight

and win the nation's wars."[7] The requirement for quality

leaders permeates the Army's capstone doctrine manuals; FM-

1, *The Army*; FM-3, *Operations*. The Army recognizes the

importance of leadership and the link leadership brings to

success in the modern and future spectrum of operations.

"Because of the personal and physical nature of ground

operations, leadership is the most dynamic and essential

element of land combat power."[8] Army doctrine acknowledges

the importance of leadership and the pivotal role it plays

in all Army operations.

> Leaders create conditions for success.
> Organizing, equipping, training, and leading soldiers
> to accomplish operational missions are the goals of
> leaders. Will and determination mold soldiers into
> effective organizations. Full spectrum operations
> demand Army leaders who are masters of both the art
> and science of military operations, and have the
> training and temperament to adapt to any situation.
> Success comes from imaginative, flexible, and daring
> soldiers and leaders.[9]

Guard and Army Reserve numbers 1.2 million. Total Air Force including Air National Guard and Air
Force Reserve, Navy including Naval Reserve and Marines including Marine reserve totals 1.38 million.
[7] FM3-0, *Operations*, para 1-1
[8] FM 1, *The Army*, Chapter 1, leadership
[9] FM 3, *Operations*, para 1-57

Army Chief of Staff, General Eric K. Shinseki, further

highlights the Army's importance of leadership by including

it prominently in his vision statement.

> We [the Army] are about leadership; it is our
> stock in trade, and it is what makes us different. We
> take soldiers who enter the force and grow them into
> leaders for the next generation of soldiers. We will
> continue to develop those leaders through study in the
> institutional schoolhouse, through field experiences
> gained in operational assignments, and through
> personal study and professional readings. Our soldiers
> provide back to America a corps of leaders who have an
> unmatched work ethic, who have a strong sense of
> values, who treat others with dignity and respect, who
> are accustomed to hard work, who are courageous, who
> thrive on responsibility, who know how to build and
> motivate teams, and who are positive role models for
> all around them. We provide this opportunity to
> American youth so that we can keep our Nation strong
> and competitive and enable it to fulfill its
> leadership role in the community of nations. We invest
> today in the Nation's leadership for tomorrow.[10]

The armed forces, especially the Army, are at a

crossroads. Significant events have caused a greater

emphasis on leader development, and for good cause. First,

the armed forces became an all-volunteer force with no

reduction in mission. The Army had to be attractive to

Americans so that they would volunteer to serve. Next came

the end of the cold war. This caused a massive draw down

similar to the period after the Vietnam War. The Armed

forces reduced by about 35%, but at the same time were

called on to conduct many more diverse missions, many of

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[10] Shinseki, Erik K, "Vision Statement," Army Home Page Web Site, URL: http://www.army.mil.htm,
accessed 10 September 2001, p1

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which they were not trained to carry out. These included
peacekeeping and humanitarian assistance. Ambiguity of
mission and the loss of a specific threat caused a
transformation in the armed forces as a whole and
particularly in the Army. The Army now focuses on
capabilities, not as a specific threat. In so doing, it
has identified a capabilities gap causing great
uncertainty. The Army is entering uncharted territory in
order to fill this gap and meet the full spectrum of
military missions.

Trends indicate that future missions will blur the
lines between the strategic, operational and tactical
levels of war. Due to the full spectrum of missions that
the Army must be prepared to execute, today's junior
leaders have more responsibility than at any time in our
history. Decisions and actions at the small unit level
have direct operational and strategic consequences. This
requires trained leaders who understand not only leadership
in the Army but leading in diverse, dynamic situations that
involve all aspects of human nature.

> We will be trained and ready to do anything the
> American People ask us to do, and we will do it
> better, faster, and more affordably. In the process,
> we will provide the inspired leadership which
> celebrates our soldiers and nurtures their families,
> trains for decisive victories, and demonstrates
> responsible stewardship for the national treasure

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entrusted to us - our men and women in uniform, and the resources to make them successful.[11]

Given the ambiguity of current situations and uncertainty about the future, the Army must focus on what it can control, training and leader development. Effective leader development will lead to more effective training and better-prepared leaders ready to meet any challenge.

Emphasis on leadership training and education is not new to the Army. It is not a new requirement based on the end of the Cold War or the beginning of the 21st century. Leadership training and education have a long history in the Army. As General Shinseki stated, leadership is our "stock in trade." After the end of the Second World War, Army Chief of Staff, General of the Army Dwight D. Eisenhower wrote, in a letter to General Maxwell Taylor, United States Military Academy (USMA) Superintendent in 1946:

> …I realize that tremendous advances have been made in the matter of leadership and personnel management since I was a cadet. Nevertheless, I am sure it is a subject that should receive the constant care of the Superintendent and his assistants on the Academic Board and these should frequently call in for consultation experts…Too frequently we find young officers trying to use empirical and ritualistic methods in handling individuals--I think **both theoretical and practical instruction** along this line could, at the very least, awaken the majority of cadets to the necessity for handling human problems on

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[11] Shinseki, p1

a human basis and do much to improve leadership and
personnel handling in the Army at large.[12]

There is no argument on the practical side of leadership
development. All pre-commissioning sources and every Army
school do their part to enhance an officer's leader
development through practical application. Practical
application, however, is not the only way to develop
leaders. As General Eisenhower noted, theoretical
instruction is also required. Resistance develops to
theoretical instruction because it is identified with
classroom instruction and education.

There are traditional myths that inhibit the role
education can play in leadership development programs.
Three common myths are: good leadership is common sense,
leaders are born not made, and leadership is only learned
through experience.[13] These myths impede including leader
education into programs. They also hamper individual
receptiveness of the material.

The first myth: leadership is common sense. This myth
says that all you need to be a good leader is common sense.
The key is the definition of common sense. I argue that in
defining common sense you need to look no further than the

[12] Chief of Staff, United States Army. Letter to Superintendent, United States Military Academy. No
Subject. 2 January 1946. Emphasis added. Letter located at United States Military Academy.
[13] Hughes, Richard L. and others, *Leadership Enhancing the Lessons of Experience,* 3d ed.
Boston, McGraw-Hill, 1999., p17-21

first word - common. Common sense would then be a set of knowledge that is common to all people. A possible example may be, looking both ways before crossing the street. When closely examined, the subset of information that is common to all people is quite small. Common sense for each of us is determined by our life experiences. Things that we are familiar with require little thought and therefore seem like common sense.

Common sense also causes problems with leadership education when theories and principles are taught and presented as fact. Once the theory or principle is presented, people may believe the information is common sense and that they always knew the material, thus there is no need to study the theory. "Experiments by Slovic and Fischoff (1977) and Wood (1979) showed that events are much more surprising when subjects had to guess the outcome of an experiment than when the subjects were told the outcome."[14] The results of these experiments seem to prove the old adage that hindsight is 20/20. Information can seem like common sense when presented in a familiar context. In leader development education this myth greatly hampers the receptiveness to the topic material.

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[14] Ibid, p19

The second myth: Leaders are born not made. This is partially a myth. One aspect is very true - leaders are born. They were conceived and born into this world, but beyond physical birth, leadership is not in the genes. "Leadership is neither innate or acquired; what matters is how these factors interact."[15] Some research by McGue & Bouchard (1990) and McCrae & Foster (1995) indicates that many cognitive ability and personality traits are partially innate. Therefore, natural characteristics offer some advantages and disadvantages for a leader.[16] This is one reason why, at some PME schools, personality tests are administered. A majority of leaders fall into four of the sixteen personality types.[17] Basic innate ability coupled with experience helps to shape and develop effective leadership.

Since there is a certain amount of innate ability, experience isn't everything. Hence the third myth: Leadership is only learned through experience. It is a mistake to think that learning from formal study is mutually exclusive to learning from experience.[18] Formal

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[15] Ibid, p19
[16] Ibid, p19
[17] United States Military Academy, p76. According to Myers and McCaulley (1985) there are four basic personality dimensions in which people can differ: introversion(I)-extroversion(E), intuition(N)-Sensing(S), feeling(F)-thinking(T), and perceiving(P)-judging(J). These four dimensions create sixteen different personality types. Leaders are more likely to be either ISTJ, INTJ, ESTJ, or ENTJ.
[18] Hughes, p20

study can group years of experience into a single course of instruction. This is much the same argument for studying military history. Years, if not centuries, of mistakes and success can be examined and insights gleaned without taking a lifetime of personal experiences to acquire them.

These three myths also contribute to the argument whether leadership is an art or a science. As with the myths about leadership there is no one answer. Leadership is neither one nor the other. Rather it is an intricate combination of both art and science. Formal leadership education can provide individuals with skill sets that allow for better understanding of situations. However, knowing what to do is not the same as knowing how to do it, or even when or where to do it.[19] The art of leadership is based upon what makes up the individual; the values and qualities that allow one to influence another. The science, however, provides for a common conceptual framework to form an understanding of basic human behavior.[20] Both science and art are required for effective leadership.

General Eisenhower's letter mentioned earlier was a main force in the founding of the Department of Leadership

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[19] Hughes, p21

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at the United States Military Academy (USMA) at West Point. This department, now the Department of Behavioral Science and Leadership, provides a comprehensive selection of courses to provide cadets a full range of theoretical and practical leader development. Since cadets choose their course of study and may not choose to major in a curriculum of the Department of Behavioral Science and Leadership, cadets' academic leader development education is limited to a single semester core course called Military Leadership that cadets take during their junior year. This course offers a unique curriculum not found at the other service academies or the other Army commissioning sources. It provides the theoretical background that General Eisenhower discussed. This course provides the tools necessary to better resolve situations that may arise.

Even though USMA is considered the premier commissioning source for the Army, it is only one source. The Reserve Officer Training Corps (ROTC), Officer Candidate School (OCS) and direct commission are the other main sources of active duty commissioned officers. USMA provides approximately 18%, OCS 12%, direct commission 17%

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[20] Csoka, Louis S., "Why Study Leadership?," *Military Review*, Headquarters, Department of the Army, US Army Command and General Staff College, Volume LXV - December 1985, NO 12, p47.

and ROTC 53% of active duty commissions.[21] All provide

officers to the Army. Even though there are multiple

sources of commission, there is no standard for leadership

education as part of leader development.

Each source includes leader development as part of the

commissioning requirements and thus it is included in the

training and education portion of their respective

curriculums. The approach, with the exception of USMA, is

to limit leader development to practical application and

limited education. The education conducted is generally

limited to counseling and the study of FM22-100, *Army*

Leadership. The counseling education is further limited to

how to counsel. Instruction focuses on creating a proper

environment and counseling skills and techniques. Students

apply counseling to leadership situations. Missing is

theoretical background that provides the leader necessary

tools to operate in the complex environment of the Army.[22]

Be, Know, Do and Train

"Soldiers, not equipment accomplish missions and win

wars. Leadership links soldiers' technical and tactical

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[21] Army Reserve Officers' Training Corps College ROTC, "The Way Ahead." Fort Monroe, Virginia 23651 4 April 2001, p9-10.

[22] Information derived from cross-referencing the Leader Development Program (LDP) Handbook, U.S. Army Cadet Command and Cadet Command Regulation 145-3, "Reserve Officers' Training Corps Precommissioning Training and Leadership Development." Individual ROTC programs vary somewhat and may include leadership development above and beyond the minimum requirements required by cadet Command regulations.

competence to operational success."[23] The Army must prepare

its leaders to meet that demanding challenge. The first

step in examining the process of preparing or developing

leaders is to look at how the Army sees leadership. The

Army's view of leadership is the "Be, Know, Do" framework

illustrated in Figure 1.[24] As shown, four categories:

values, attributes, skills, and actions, further define the

three main elements, "Be, Know, Do", of the model.

Furthermore, supplementary descriptors[25] characterize those

four categories. This detailed, descriptive model of

leadership delineates what is required for a leader

development program as well as the desired outcomes.

As previously stated, "Leadership is **influencing**

people-by providing purpose, direction, and motivation-

while **operating** to accomplish the mission and **improving** the

organization."[26] The definition and framework in Figure 1

provide a roadmap for leaders to prepare and lead soldiers.

> For you as an Army leader, leadership in combat
> is your primary mission and most important challenge.
> To meet this challenge, you must develop character and
> competence while achieving excellence. This manual
> [FM22-100, Army Leadership] is about leadership. It
> focuses on character, competence, and excellence. It's
> about accomplishing the mission and taking care of
> people. It's about living up to your ultimate

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[23] FM 3, *Operations*, para 1-55

[24] FM 22-100, *Army Leadership*, p1-3. An additional representation of the leadership framework can be found in Figure 2 at Appendix 1.

[25] All of the descriptors and their relation to the four categories (values, attributes, skills, and actions) are shown in Figures 1 and 2.

[26] Ibid, p1-4 Emphasis original.

responsibility, leading your soldiers in combat, and winning our nation's wars.[27]

Understanding the leadership framework allows leaders to better prepare themselves and their soldiers to perform missions. Institutional understanding provides the proper training and education to prepare leaders. This training enhances the areas that the leadership framework defines as important and necessary for good leadership. The Army has the obligation to properly prepare its leaders to face their greatest responsibility, to safeguard the nation's greatest treasures, the sons and daughters of our country.

Mainstream behavioral science theories can be taught to enhance more than half of the dimensions that define the framework and almost all of the "know" and "do" dimensions.[28] "Be" dimensions are characterized as what shapes a leader's character.[29] "Know" dimensions are skills that define your "competence in everything from the technical side of your job to the people skills a leader requires."[30] "Do" dimensions are the actions leaders take to apply what they know.[31] Behavioral science theories can teach the skills needed for the interpersonal dimension of "know" and can provide a foundation for enhancing personal

[27] Ibid, p1-2
[28] Dimensions listed in Figures 1 and 2.
[29] FM 22-100, *Army Leadership*, p1-3.
[30] Ibid, p1-4.

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and subordinate technical and tactical dimensions.

Behavioral science theories can also provide the skills

needed for "do" actions. Understanding human behavior can

benefit leaders in executing almost all of the "do" actions

- in particular, communicating, decision-making,

motivating, planning, developing, building and learning.

Using these dimensions, teaching behavioral science

theories Army wide at the pre-commissioning level of

professional military education can improve Army leaders

and better prepare them to train for and execute 21st

century missions.

The first and obvious benefit for teaching behavioral

science theories is the "interpersonal" dimension of what a

leader should "know."   Interpersonal skills are at the

heart of behavioral science theories. Having a basic

understanding of how soldiers think and act, how they

compare themselves to others, and how they perceive

different situations is at the center of what behavioral

science theories provide leaders. A common principle of

leadership is to know your soldiers. Behavioral science

theories can provide skills to assist. Knowing some basic

theory in human nature can allow a leader to better

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[31] Ibid, p1-4.

understand his/her soldiers and thus allow the leader to guide them toward goals and completion of the mission.

A prominent benefit to teaching theories that improve interpersonal skills is in the area of developmental counseling. The Army is very quick to tout the virtues of counseling and provides very good guidelines on how counseling should be done in order to get the best results. It is not so quick to provide the tools that make up the foundation of the counseling.

From day one of any leader development course, a leader is repeatedly reminded of the need for effective developmental counseling. There is nothing wrong with this. What would improve instruction is to provide tools to make developmental counseling effective. What the Army provides is a basic skill set of tactics, techniques and procedures - do's and don'ts. Leaders need to know when and where to conduct the counseling as well as how to conduct it. What the Army could improve on is development of the leader to improve the effectiveness of counseling. How do you get to the bottom of the issue? How do you change a soldier's perception if it is flawed? How do you counsel once and not require repeat sessions? This is not advocating a single correct and approved solution to every problem. It advocates providing the leader with a basic tool set

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affording a myriad of ways to get at the heart of the issue and better serve that subordinate.

Behavioral science theories can provide the tool set necessary to effectively counsel. Basic human behavior theories like the Equity Theory[32] can help a leader know how soldiers think and compare themselves to others in the unit and the unit to other units. According to the theory, everyone wants what is fair. "Equity Theory proposes a very rational model for how followers assess these issues."[33] The theory holds that individuals are concerned with the ratio of what they get in relation to what they do and how this ratio compares with how they perceive what others get in relation to what the others do. The ends are not as important for comparison as the ratio of means to ends. As long as the ratio appears about even people are relatively satisfied. If the ratio appears inequitable, however, a state of tension will develop and there will be pressure for the individual to change behavior or take action to restore or gain equity.[34]

Further, Equity Theory arms leaders with several resolution techniques. Knowing how to change one's perception of what is fair can allow leaders to provide for

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[32] United States Military Academy, p195, (Kanfer, 1990)
[33] Hughes, p427.
[34] Ibid, p428.

increased motivation to accomplish assigned tasks and missions. All leaders encounter the situation where soldiers in their charge complain because they must execute a task when someone else or another unit is not required to accomplish the same task. Knowing many different methods of explaining the situation can prevent the incorrect conclusion that they are being treated unfairly and can increase their motivation to accomplish the task. This in turn makes the execution standard higher than it would have been. The soldiers have better understanding and the unit gets better execution of the task. Having behavioral science theories like Equity Theory taught as part of pre-commissioning leader development gives junior leaders one more tool that can make their job easier. Army leaders can apply the theory to situations and defuse problems before they get out of control, allowing more time for mission training.

Another important aspect of interpersonal skills and counseling is goal setting. Goal setting provides for "necessary road markers to guide our assessment of our subordinates, as well as road markers that may be used to guide our subordinates' behavior."[35] Probably one of the most common things that occur in the Army on a day-to-day

basis is goal setting. Almost all non-derogatory
counseling is goal setting: officer evaluation support
form counseling, non-commissioned officer quarterly
counseling, and retention counseling are all examples of
goal setting.

Appropriately, behavioral science theory that pertains
to this thinking is Goal Setting Theory. The theory aids
the leader to help followers "see how a goal might be
attained by following a systematic plan to achieve it."[36]
"According to Locke and Latham (1990), goals are the most
powerful determinants of task behaviors."[37] Goal Setting
Theory holds that there are four characteristics of goals
that will make them effective in directing the behavior of
individuals toward accomplishing the goals: Goals should
be specific and observable, attainable but challenging,
require commitment from the individual and require feedback
on progress.[38] This is a simple checklist that leaders can
use in both their counseling of subordinates as well as
their own use in setting personal goals for their own
development.

Effective goal setting directs attention and
allocation of resources, mobilizes effort, helps develop

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[35] United States Military Academy, p198
[36] Hughes, p406.
[37] Ibid, p406.

strategies for achievement, and helps people to continue to exert effort.[39] Conversely, improper application will cause a negative effect on the overall performance and ability to accomplish the set goals.[40] Counseling is a part of Army culture and day-to-day operations. Leader education and proper application of Goal Setting Theory can improve overall development, effectiveness and performance of the Army.

Moving from the "know" to the "do," finds many of the "do" dimensions improved by application of principles learned through the teaching of behavioral science theories. A leader can be more effective in "do" actions by having a basic understanding of behavioral science theories. The theories provide tools for the leader to better know themselves, execute personal interactions and mission accomplishment.

An ambiguous action the Army uses excessively is "motivation." Being able to motivate soldiers to accomplish missions or even to attempt missions would make any Army leader's job easier. PME schooling suggests that leadership involves motivating subordinates. What is missing from most educational instruction is how to

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[38] Ibid, p528.
[39] United States Military Academy, p187.
[40] Hughes, p530.

execute. How do you motivate subordinates to try something they have never done before? How do you motivate them to try their best during training?

A basic understanding of behavioral science theories can help an Army leader take the correct actions, set up the right training and phrase the tasking/mission in a way to make soldiers want to do what the leader needs them to do. As already noted, proper goal setting can motivate soldiers to achieve a desired goal. A unit of soldiers all striving to achieve the same goal is a considerable force to be reckoned with and one that is likely to succeed. Leaders who effectively motivate their soldiers inspire, encourage, and guide them toward mission accomplishment.[41]

When discussing motivation it is important to remember that everyone is motivated. Often in the military when a soldier is not enthusiastic to accomplish an assigned task the leader says that particular soldier is not motivated. This is simply not the case. "Motivation is anything that provides direction, intensity and persistence to behavior."[42] The soldier in question may just be motivated to do something other than what was directed. Most in the military can give an example of an individual who worked

[41] FM 22-100, *Army Leadership*, p-B5.
[42] Hughes, p195 (Kanfer, 1990).

very hard to get out of doing a particular task designated by the leader. The general description of this individual is that they are not motivated. In actuality they are very motivated. Their motivation is directed toward not doing the assigned task.

Behavioral science theories can provide the necessary background for the leader to direct the motivation of individuals and groups in a manner that works for the benefit of the group and accomplishment of the mission. The combination of interpersonal skills and motivation skills allows the leader to spend less time on organizational "problem children" and more time on training the force as a whole. By having the tools necessary to motive individuals and groups in the desired direction for mission accomplishment, the leader can be more efficient and effective.

A valuable and positive derivative of understanding motivation and the corresponding theories is that leaders can proactively apply the concepts of the theories to plan training. Leaders can plan training that creates a desire for mission/task accomplishment. This motivation will correspond to more effective training program and greater unit readiness.

By understanding behavioral science theories and what can motivate either an individual or a group, leaders can plan training to touch on all of these areas. One such theory is the Expectancy Theory.[43] Understanding extrinsic motivation as described with Expectancy Theory, leaders can design training such that completion of the event has value for soldiers or that the training isn't so difficult as to give no hope of completion to standard. Expectancy Theory describes that people will act in ways to maximize their expectation of receiving a valued outcome or reward. The theory further describes that leaders can reliably anticipate subordinate behaviors by addressing these expectations.[44] To determine if a subordinate will be motivated toward accomplishing a task, leaders must answer three questions from the subordinate's perspective.[45] First, Can I do it? If the subordinate does not believe that the task is accomplishable then why even bother to try. Thus, if training or other tasks required of the subordinate are too difficult then there will be little desire to attempt the task at hand. This is not to advocate easy training, simply a belief that the task can be accomplished. Secondly, If I do it, what will be my

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[43] United States Military Academy, p221, (Mitchell, p1096-1112).
[44] Hughes, p408.

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benefit? If the subordinate accomplishes the task what is

the probability that they will actually receive the reward?

If the probability is high then the desire to complete the

task will increase. Conversely, if the probability is low

then the subordinate will not be motivated to attempt the

task. Finally, If I get it, do I want it? If the

subordinate completes the task and gets the reward, is the

reward something that they want? Subordinates will do

things for rewards they desire and will not do things, even

for rewards, if the reward is unappealing.

Another important concept of behavioral science is

group dynamics. The Army is nothing more than an

organization of groups. Understanding how individuals

interact with the group and how groups interact with other

groups serves an Army leader well.

Individual interaction in and with groups as well as

group interaction in and with other groups happens

repeatedly on a daily basis within units. Properly

controlling these interactions can allow a leader to

prevent problems before they occur. Understanding and

being able to identify the stages of group development:

forming, storming, norming, and performing,[46] leaders can

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[45] United States Military Academy, p222. Each question is identified and described in the pursuant text. The questions and descriptions are from the footnoted source.
[46] Luthans, Fred. *Organizational Behavior*, 7th ed. New York, McGraw-Hill 1995, p248.

structure training for groups that will build cohesion and reduce conflict among the members and between other groups. Structuring tasks so they are difficult, but able to be accomplished, requires frequent interaction and communication. Interaction and communication among members of the unit builds teamwork and reduces conflict. Another theoretically sound technique to build cohesion is competition. Creating a level of competition builds cohesion and can simultaneously accomplish the task or training.

FM25-101, *Battle Focused Training*, provides excellent guidance on establishing a training program. It shows how to develop mission essential task lists (METL); how these are assessed and transformed into long range training plans leading to short range plans and finally execution. Unfortunately, FM25-101 does not demonstrate how to better exploit the training to maximize the benefit. Proactive leaders that think outside of basic tactical proficiency can minimize distractions and focus the efforts of the individuals to raise the overall synergy of the group.

Leaders will routinely be given missions to set up and accomplish different training requirements. Usually the leader is not told how to accomplish the mission, they are only told what to do. This leaves the planning and

execution of the training up to the leader. Obviously there will be limits and resource constraints; however, the leader will be constrained only by imagination and creativity. Leaders can use behavioral science concepts to assist in planning. Having a set of parameters available that will accomplish the training and also improve the group and the individuals, will aid in planning the training event. The leader accomplishes the mission, demonstrates tactical and technical proficiency, and completes individual and collective tasks to standard. Everything a leader should do while completing the mission.[47]

Leaders can use the training plan as a tool by which they can control issues that detract from mission readiness. Leaders must consider more than just tactical proficiency when developing the training plan. In large organizations, such as the Army, numerous issues that hamper training and impact on individual and unit readiness occur. This is not a new situation nor will it go away. It is the leader's job to work through these distractions to ensure our soldiers are the best prepared to accomplish their mission.

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[47] FM 22-100, *Army Leadership*, pB6

By understanding theory and doctrine interaction, leaders can achieve the best results from their soldiers by proactively setting the conditions of the training situation. This is not to say that leaders should manipulate conditions for success. It is to say that training situations can work for the leader in forging cohesive, well-trained units that are ready for any contingency along the full spectrum of military operations. Well-trained, cohesive units do not happen by chance. They require a significant effort on the part of the leader. Proper planning and use of the behavioral science theories can reduce problematic issues inherent within the force, but will never completely solve the problem. The remaining issues that arise can be addressed reactively. Knowing the basics about human nature can decrease the amount of time devoted to clearing up these issues that arise and allow the leader to devote more time to mission training. Understanding the interaction of the leader, the led, and the situation provides the leader with tools to more effectively prepare the unit for mission success.

Path Goal Theory[48] allows leaders to examine the tasks assigned and then use appropriate leadership styles to match the type of task with the appropriate subordinate

completing the task. Path Goal Theory asserts that if

there is a mismatch between the type of leadership style

used and the perceived abilities of the subordinate there

will be a lack of motivation in the subordinate.

Conversely, leaders need to match leadership style with the

subordinate's perceived abilities in order to have a

subordinate motivated for mission accomplishment.[49] For

example, if a subordinate has a low perceived ability and

an unstructured task the leader should be directive. In

another situation the subordinate has a high-perceived

ability on a structured task, hence the leader should adopt

a supportive role. Path Goal Theory provides an excellent

validation for knowing one's soldiers. Using Path Goal

Theory the leader develops individuals to maximize their

talents. The secondary effect is competent subordinate

leader plans and executes better training events improving

the overall quality of unit readiness.

Leaders can also create an environment, using

Cognitive Evaluation Theory (CET),[50] to allow subordinates

to develop intrinsic motivation. CET contends that by

generating the proper situation, subordinates desire to

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[48] Hughes, p70 (House and Desseler, 1974).
[49] Ibid, p71.
[50] Ibid, p404. (Deci, 1975).

complete the task for internal gratification.[51] Creating

this environment involves three aspects: challenge,

interest, and self-determination. First, the task must be

challenging. The subordinate must get a sense of

accomplishment from completing the task. Second, the

subordinate must be interested in the task at hand. If

there is no innate interest by the subordinate, the leader

must create it. Third, the subordinate must have a say in

determining participation. This is not free will to

participate or to avoid the task. Self-determination is

that the task must be separated from external rewards as

contingencies for accomplishing the task.[52]

As most Army leaders understand it is far better to

have soldiers who want to participate in training than to

have to coerce or bribe them. By examining the situation

and the training event, leaders produce an atmosphere that

fosters intrinsic motivation from their soldiers, a much

harder task for the leader than to offer a four-day pass

for everyone who participates. If, however, the leader is

able to foster intrinsic motivation by properly planning

the training event, everyone will benefit. The soldiers

are better trained because they will put forth more effort

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[51] United States Military Academy, p234.

[52] Ibid, 234-235. USMA text describes the three aspects to setting the conditions for successful intrinsic motivation.

for an event in which they want to participate. The leader
will have a better training event because the soldiers will
want to be there, thus unit readiness increases.

Having an all-volunteer force and a more diverse
force than ever before requires leaders to deal with a
myriad of issues outside of training. Personal issues
detract from soldier, unit and leader performance and
focus. Not only is the soldier affected but their unit
suffers as well. Individual psychology and group dynamics
impact considerably on mission readiness of the unit.
Properly applied theoretical concepts can focus individual
soldiers or a group toward the leader's desired end state.
By correctly applying basic concepts from behavioral
science theories in training plan development, leaders can
get better individual and collective results.

Professionalism and officership require a leader to
continually improve the organization. As previously stated
the Army is not about equipment, it is about people. In
order to make the organization better, leaders must
professionally develop subordinates. One way is by making
the unit and individuals better trained and more mission
ready; other ways are by developing, building and learning.
Behavioral science theories can provide understanding of

principles and provide tools to assist the leader in improving the organization.

Improvement includes creation and sustainment of an environment where all leaders, subordinates, and organizations can reach their full potential. It also incorporates sustaining skills and actions that benefit the leaders and each of their subordinates for the future. Further, by managing change and exploiting individual and institutional learning capabilities the organization sustains and renews for the future.[53] In order to reach full potential and to exploit learning capabilities, leaders must have an understanding of human nature. In an era of limited constraints, leaders must make the most of training situations, maximizing the impact on individual soldiers and to the collective group. Without taking both into account, training opportunities are much less effective.

Mission Accomplishment

Understanding the Army's leadership framework not only assists with improving the leader's soldiers, their unit, and the Army, but also assists with mission accomplishment. We no longer focus on defeating the Soviet Union on the plains of Europe. The Army can now focus on capabilities

to meet current and future missions along a full spectrum
of contingencies. As discussed, a well-trained unit that
maximizes all of its talents will be better prepared to
execute assigned missions. Being adaptive and able to plan
effectively, managing strengths and weaknesses, allows a
leader to execute the commander's intent efficiently and
successfully.

The Army's 21st century missions range the full
spectrum from promoting peace to deterring war to war
itself and leadership makes accomplishing the mission
possible. Commanders tailor forces to meet requirements at
all levels of war: strategic, operational, and tactical.[54]
Army forces must be able to move where required and rapidly
transition from one type of operation to another.[55]

Since the conclusion of the Gulf War, missions have
been conducted at the lower end of the operational
spectrum. This is not to say that the Army should neglect
preparing for high intensity conflict. On the contrary,
maintaining a state of readiness is necessary to execute
all of the possible missions. Recently, assigned missions
have focused on peacekeeping, humanitarian assistance,
small unit engagements in the war on terrorism and homeland

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[53] Ibid, pB7.
[54] FM 1, *The Army*, chapter 3, page 9.
[55] FM 3, *Operations*, para 4-17.

defense. These differing missions are characterized by

decentralized execution, initiative, and flexibility on

part of junior leaders as well as the blurring of clear

delineation between the tactical, operational, and

strategic level. For example, when lieutenants act as a

mayor of a town settling disputes between warring factions,

or when platoon and company size units are dispersed to

assist in humanitarian efforts, the tactical operational,

and strategic levels of war have merged. Decisions by

these junior leaders create direct or secondary effects

that impact on multiple levels. "A wrong decision by a

junior officer or noncommissioned officer in a peace

support operation may have international consequences."[56]

These missions require junior leaders to be peacekeeper,

diplomat, negotiator and soldier.[57]

> Changing missions and increased urban and
> complex terrain call for self-aware leaders who can
> operate and adapt across the full spectrum of
> operations. In today's operational environment,
> tactical actions by lieutenants, sergeants, corporals
> and their commanders can have strategic consequences
> with lasting impact on National policy. These demands
> highlight the need to assess our current training and
> leader development doctrine and programs to determine
> whether they will provide the leaders required for

[56] Alexander, John B, *Future War*, New York, St. Martin's Press, 1999, p172.
[57] Efflandt, Scott and Reed, Brian "US Army Developing the Warrior-Scholar," *Military Review*, Headquarters, Department of the Army, US Army Command and General Staff College, Volume LXXXI - July-August 2001, NO 4, p82-95., p82.

increasingly complex battlefields that are anticipated over the next 25 years.[58]

The changing world order and the full spectrum of missions create another challenge for the Army – the challenge of the transformation itself. The Army is undergoing transformation in order to meet the demands placed upon it by the changing world situation. Transformation by definition is change. Change within an organization causes uncertainty, stress and resistance by the organizational members. Confronting the resistance and prevention of dysfunctional behavior is another area where behavioral science theories can benefit Army leaders. Research indicates that senior leaders understand this dynamic and are applying appropriate techniques to reduce the stress and uncertainty caused by major change. Taking General Shinseki's transformation of the Army as a short case study it is easy to see many of Kotter's eight steps[59] for implementing major change. First, General Shinseki established a sense of urgency. He showed a capability gap in our current force structure and combat power. This established a national security requirement for the

[58] Steele, William M. and Walters Jr., Robert P., "Training and Developing Army Leaders," *Military Review*, Headquarters, Department of the Army, US Army Command and General Staff College, Volume LXXXI - July-August 2001, NO 4, p2-8., p3.
[59] United States Military Academy, p428. Kotter's eight steps are: Establish a sense of urgency, create a guiding coalition, develop a vision and strategy, communicate the change vision, empower broad-based

objective force. Second, he developed and communicated a
vision and strategy. Both are currently accessible through
the Army web site and have been frequent topics of news
articles and congressional testimony. Third, he created
short-term wins. The Army did not begin immediate
acquisition of objective force equipment. An interim
combat vehicle and force structure started with selected
units. Continuing is the consolidation of these gains and
an environment throughout the Army that more change is on
the way. Senior leadership properly implementing change in
this fashion reduced organizational resistance and has
generated an environment for change in organization
culture.

By understanding sociological theories dealing with
organizational change, junior leaders can become part of
the solution and use similar techniques and for easing
their unit through the transition. Not only has the
changing world situation increased change in the types of
missions that the Army must accomplish, it has also caused
the Army to go through an internal change. The new
paradigm as it evolves will generate its own set of issues
that must be resolved. Junior leaders can be valuable

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action, generate short term wins, consolidate gains and produce more change, and anchor new approaches
in the culture.

tools by shaping how subordinates view change. With an understanding of this dynamic situation, junior leaders provide senior Army leaders with a powerful tool for creating and managing transformation.

The Army does an excellent job of training a unit for its mission prior to deployment. It must, however, ensure that its leaders are up to all of the challenges they may face. Behavioral science theories can make this possible. Sociological concepts provide an understanding of human nature and how this relates to organizational culture and change. Leaders could make better decisions understanding the environment surrounding their mission and its place in the larger construct.

> In application, warrior-scholars seek solutions to immediate situations of which they are part, so officers need sociological training to understand their environment as a larger system and, in turn educate and serve its members.…A focused sociological education can provide combat arms officers with tools to effectively and efficiently reason through various conditions surrounding next-century missions.[60]

PME

GEN Eric K. Shinseki, the Chief of Staff, US Army, (CSA), in June 2000 directed the Commanding General, US Army Training and Doctrine Command (CG, TRADOC), to assess and provide recommendations for the training and

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[60] Efflandt, p88-89

development of our leaders.[61] "The panel recommended that

the Army establish a single proponent for training and

leader development to improve the link between training and

leader development, policy and resourcing."[62] Pre-

commissioning education is best suited to accomplish the

mission of providing behavioral science theories, like

sociology, that will serve leaders upon commissioning.

"The PME System has responded to 21st-century challenges by

updating its curriculum and resources, but these efforts

typically do not develop officers until at least the senior

captain level."[63] "Because initial PME schools currently

cannot address new officers' 21st-century educational needs

and advanced PME schools occur too late in an officer's

career, pre-commissioning education becomes critical."[64]

There, however, is no clear standard or oversight for

specific class or course requirements for commissioning.

> The Army has no management system for training
> or leader development, and without one, we risk
> losing sight of the reasons for change. An iterative,
> collaborative and comprehensive management process is
> needed to measure progress, adjust priorities and
> apply resources. Initially, this process should
> provide a quarterly CSA decision forum to build
> momentum, interest and enthusiasm for these programs
> throughout the Army.[65]

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[61] Steele, William M. and Walters Jr., Robert P., "Training and Developing Army Leaders," *Military Review*, Headquarters, Department of the Army, US Army Command and General Staff College, Volume LXXXI - September-October 2001, NO 5, p2-9., p4,

[62] Ibid, p4

[63] Efflandt, p90

[64] Ibid, p90

[65] Steele, p3 Jul-Aug source.

Of the main commissioning sources for the active component,
only USMA requires courses in behavioral science. ROTC
does not include any specific academic topic for leader
development classes other than developmental counseling.
In General Eisenhower's letter to General Maxwell Taylor,
Eisenhower stated that one place for leader development is
"through study in the institutional school house."
Benefits could be made with an Army wide requirement on
some course content that would be required prior to
commissioning.

> The existing leader development model is
> outdated, and there is no training model. The Army
> needs a model that clearly shows leaders, staffs and
> outside agencies how training and leader development
> are interrelated and mutually supporting. This
> training and leader development model must emphasize
> Army culture; mandate standards for soldiers, leaders
> and units; provide feedback to leaders, units and the
> Army; allow for self-development; balance operational
> and educational experience; and be founded on sound
> training and leader development principles.[66]

Leader development, as General Eisenhower pointed out,
starts at the schoolhouse. The schoolhouse does not need
to be the basic or career courses at places like Fort
Benning, Fort Rucker or Fort Knox. The schoolhouse is
USMA, Notre Dame, Virginia Military Institute, Duke or any
other colleges and universities educating future leaders.

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[66] Ibid, p4

This requirement can be satisfied by numerous means. One possible solution is to develop a generic course description, allowing latitude due to a particular institution's curriculum. Give discretion to the professor of military science (PMS) in charge of that school's ROTC program to certify that cadets meet the requirement. Another possible answer is a course included in the ROTC Military Science curriculum. This is consistent with current Cadet Command desires for a developmental, not attritive, leader development program. Cadet Command's Army Reserve Officers' Training Corps College ROTC program will abandon the "weeding out" model of the past and focus on recruiting the right cadets and developing them effectively. Cadet Command will focus the program on leadership training in order to provide a legacy to the nation and cadets.[67]

Decisions

Regardless of the source of commission or branch of service, the major process for Army leaders is decision making. Leaders are educated, developed, and trained to make decisions in order to accomplish the mission. Every mission or task in garrison, on a field training exercise, or combat requires decisions. Even the application of

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[67] Cadet Command's "The Way Ahead" p41 and "Cadet Command Campaign Plan Thrust Lines." slide 6.

behavioral science theories, as this paper has shown, involves a decision making process in order to apply the theory. Every aspect of an Army leader's day is defined by and involves decisions.

Three general methods guide decision-making: rational decision-making, descriptive decision-making and naturalistic decision-making.[68] Rational decision-making makes decisions through a deliberate process.[69] Descriptive decision-making takes short cuts and uses fewer cognitive resources for efficiency purposes.[70] Naturalistic decision-making incorporates situational awareness and experiences to make decisions.[71]

Understanding how people make decisions allows leaders to better understand leader development and unit training. It allows them to take more away from training and developmental events. Understanding the dynamic of decision-making creates the circumstances for making better decisions.

Leaders can also avoid common errors that flaw decisions and lead to less than desired results. Education in descriptive decision-making familiarizes leaders with heuristics (rules of thumb). Leaders use heuristics to

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[68] United states Military Academy, p156.
[69] Ibid, p156.
[70] Ibid, p160.

save time; however, these short cuts are based on
assumptions that may be invalid.[72] Including decision-
making education as part of PME can assist the leader in
identifying when he/she may be using a heuristic and
rethink the decision, thus avoiding a decision based on a
faulty, invalid assumption or bias.

The first thing a leader determines when faced with an
issue requiring a decision is the amount of time available.
Leaders rarely have only one issue or situation to handle
at a time and they must determine how much time can be
devoted to each particular issue. If there is enough time
the decision-maker should use a rational decision-making
process. As discussed earlier, this is how we should make
decisions. The Army provides its leaders with a specific
rational process - the Military Decision Making Process
(MDMP). Used primarily for operational purposes, MDMP is a
rational decision-making process Army leaders routinely use
and train with at numerous times throughout their careers.
The Army has concluded that rational decision-making is the
best way to make decisions for deliberate and crisis action
planning in preparation for conducting combat operations.
The nation compels the military to have sound practices for

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[71] Ibid, p163.
[72] Ibid, p160.

planning and conducting operations, subsequently, the Army

makes a concerted effort to train, educate and develop

leaders to be proficient with the process.

Familiarity fosters naturalistic decision-making or

pattern recognition. Once operations commence the need for

rapid decision-making becomes prevalent. Understanding

naturalistic decision-making or pattern recognition also

fosters a better understanding of leader development

programs, PME, and unit training. Because military

decisions are made within the confines of a complex

situations usually requiring quick action, leaders will

normally a solution that satisfies the problem. This may

or may not be the absolutely best choice. They will draw

on past experiences, fitting the current situation to past

experiences to determine a timely solution. Recognizing

the conditions and circumstances under which leaders make

decisions, the Army develops and trains leaders to function

in this complex environment.

The Army tailors its training, PME and leader

development to maximize behavioral tendencies for

naturalistic decision-making. It exposes leaders to varied

situations in peacetime so that if encountered in combat

positive pattern recognition can result without the

influence of heuristics. Pattern recognition is the reason

to study military history as part of PME, have a

professional reading list, and conduct numerous training

exercises. These events increase the leaders' experience

base and the amount of tools the leaders can draw upon to

make future decisions. An additional concept behind

training, other than task proficiency, is to foster

positive naturalistic decision-making tendencies, lending

additional relevance to the term "Train as you fight."

Better naturalistic decision-making or pattern recognition

throughout the unit makes the unit collectively better and

thus more prepared to win in combat.

Conclusion

> An Army looking toward the future must
> determine the best ways to train and develop
> leaders for full spectrum operations. From
> peacekeeping to preparing for war, our Army asks
> a great deal of leaders. As missions demand more
> of leaders, our training and leader development
> challenges increase.[73]

Early understanding of behavioral science theories can

provide a base of knowledge to build leader development.

Teaching a broad base of behavioral science theories as

part of pre-commissioning professional military education

will assist junior officers in preparing themselves and

their soldiers for 21st century missions. A pre-

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[73] Steele, p4 Jul-Aug

commissioning program of this type is consistent with the Army's "Be, Know, Do" leadership framework. Behavioral science theories are present and integrated throughout the Army's leadership framework. Theories incorporated into pre-commissioning PME in conjunction with the leadership model facilitate individual and collective mission readiness. PME will better prepare junior leaders to operate in the challenging mission environment of the new century.

Even in peace, we must be trained and ready for the full spectrum of military operations. In an ever-constricting fiscal environment it is vital to maximize the effect of every training dollar. Proactive leaders with knowledge of human nature through behavioral science education will be able to think outside of basic tactical proficiency, minimize distractions and focus the efforts of the individuals to raise the overall synergy of the group. Leaders can use the training plan as a tool by which they can control issues that detract from mission readiness. Properly applying basic theory concepts creates a more productive training environment where leaders are able to develop training plans that achieve better individual and collective results.

Understanding human behavior is the first step to effective leadership. Being able to use human nature to better the group is good leadership. Understanding the relationship of the leader, the led, and the situation provides the leader with tools to more effectively prepare the unit for mission success.

The Army is about people, not weapons or platforms and therefore, must maximize the development and leadership of its most prized and valuable component. Pre-commissioning education in behavioral science theories sets the foundation for leaders to care for soldiers while accomplishing the mission to the highest standards.

Getting the most out of leader development requires standardized requirements for a basic knowledge of behavioral science theories in all pre-commissioning sources. The follow-on step is to further leader development with more emphasis of behavioral science theories at the career course, Command and General Staff College (CGSC) and War College with topics relevant to increasing levels of responsibility.

The Army cannot forget soldiers and their leaders as it goes through transformation. As such the Army needs to commit itself to developing the best people it can.

Including behavioral science theories as a base requirement

for commissioning can accomplish this goal.

> Leaders and soldiers must be at the center of our
> Transformation efforts. Otherwise, we will focus on
> technology, platforms and weapon systems at the
> expense of Transformation's center of gravity . . .
> our people.[74]

FM22-100 Leadership Framework page.

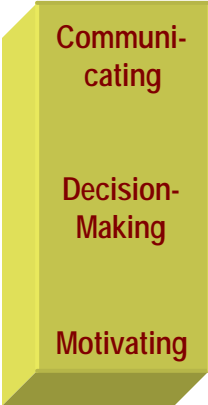[74] Ibid, p6.

Leadership Framework as Outlined in FM 22-100

Leaders of Character and competence			Acts to achieve excellence by providing purpose, direction, and motivation		
Values *"Be"*	**Attributes** *"Be"*	**Skills** *"Know"*	**Actions** *"Do"*		
			Influencing	Operating	Improving
Loyalty	Mental	Inter-Personal	Communi-cating	Planning	Developing
Duty		Conceptual		Executing	Building
Respect	Physical		Decision-Making		
Selfless Service		Technical		Assessing	Learning
Honor	Emotional				
Integrity		Tactical			
Personal courage			Motivating		

Figure 2.[75]

Appendix 1

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